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words. They are full, either of ludicrous mistakes made by ignorant etymologists in the past, or of odd and curious etymologies. These are no doubt entertaining, but they are not particularly instructive. If chapters are to be written on English etymology to-day, they should emphasize first of all the regularity of sound changes, especially in the Teutonic element, so that etymologizing may be seen to be no longer a matter of hap-hazard guessing, but rather tracing the effects of fixed and determinate laws. The general impression left by these chapters in the book before us is therefore wrong, although many of the etymologies are correct.

Oliver Farrar Emerson.

English Classics for Schools. New York, Cincinnati, Chicago : American Book Company.

The series before us is intended to include those books prescribed by the New York and New England colleges to be read by candidates for examination in English composition. We have received Scott's *Ivanhoe*, Selections from the *Sketch-book*, the *Sir Roger de Coverley Papers*, Macaulay's second *Essay on Chatham*, Shakespeare's *Julius Cæsar* and *Twelfth Night*. Each of these is prepared with an introduction, generally biographical, and explanatory notes at the foot of the page. For the *Ivanhoe* also there is a special glossary of difficult or peculiar words. The whole makes a convenient volume for the student preparing for college, while the series may also be used to advantage in all secondary schools. Indeed if such a series of books were formally adopted for use in all high-schools and academies, and were consistently and carefully used by skilled teachers, there would be more hope for the English of the ordinary undergraduate.

O. F. E.